

Gridley Middle School
REVISED STUDENT ACHIEVEMENT ACTION PLAN SY2021-22
Principal: Rosanna Ortiz-Montoya
Pantano Region 5, Regional Superintendent: Holly Hammel

I. SCHOOL PROFILE

Vision and Mission: Student excellence by concentrating on community, integrity and commitment

Core Values: Safe, Responsible Respectful Kind

Impact of COVID on instruction

According to Tai et al., (2021), ‘the coronavirus disease 2019 (COVID-19) pandemic has disproportionately affected racial and ethnic minority groups, with high rates of death in African American, Native American, and LatinX communities...Minority groups are disproportionately affected by chronic medical conditions and lower access to healthcare that may portend worse COVID-19 outcomes. Furthermore, minority communities are more likely to experience living and working conditions that predispose them to worse outcomes. Underpinning these disparities are long-standing structural and societal factors that the COVID-19 pandemic has exposed.’

From March 2020 to March 2021, TUSD provided instruction remotely during the height of the COVID-19 outbreak. Although almost all students experienced learning loss, families in economic hardship with fewer available resources such as childcare and/or adult supervision, a quiet place to study at home, connectivity issues, shared devices, etc. were even more negatively affected academically by remote instruction.

Impact of COVID-19 and Learning Loss on TUSD on Students in Grades 3 – 8 Percent Proficient on State Testing Broken by USP Ethnicity							
	ELA				Math		
	2018-19	2020-21	ELA Loss		2018-19	2020-21	Math Loss
African Am.	28%	17%	-11%		24%	9%	-15%
Hispanic	30%	20%	-10%		27%	10%	-17%
White	48%	39%	-9%		46%	27%	-19%

Estimated Time to Reach a C Letter Grade

The current ADE school grade is a D. The state has initiated a new state test and has also adjusted the state accountability model. The impact of these changes is unknown and consequently, the estimated time to improve the state letter grade determination may need some flexibility. The academic goals for subgroups and for the entire school are both realistic and rigorous. With these state considerations in mind, the estimated time for Gridley to increase its letter grade from a D to a C could be one year or two years depending on changes to the test and the letter grade model.

Student Profile:

White	African American	Hispanic	Native American	Asian American	Multi-Racial	Total Number of Students
273	35	272	5	22	45	652
English Language Learners	Exceptional Education Students					
19	120					

Limitations of 2020-21 AzM2 data as a comparison to other years

When reviewing the findings from state testing during remote instruction and COVID-19, please note that participation rates among students taking the state assessment were so low, especially in high school, that caution is needed when drawing conclusions about student performance at the district level and statewide. It is recommended against making a simple comparison to prior years’ performance data because of the instructional challenges caused by COVID-19, low student educational engagement/participation rates, and family trauma. Both at the district and the state level, learning loss is evident, especially among our youngest grades. TUSD had only a 57% participation rate for state testing and so the data may or may not be representative of the district as a whole.

AzMERIT Difference in ELA Percent Passing Comparison of TUSD and the State by Grade and Subject						
Grade	ELA 2019		ELA 2021		ELA Loss	
	TUSD % Passing	State % Passing	TUSD % Passing	State % Passing	TUSD	State
3	38%	46%	21%	35%	-17%	-11%
4	40%	51%	29%	44%	-11%	-7%
5	43%	52%	32%	45%	-11%	-7%
6	27%	42%	19%	35%	-8%	-7%
7	26%	41%	19%	38%	-7%	-3%
8	24%	38%	17%	35%	-7%	-3%
9						
10			19%	32%		
11						

AzMERIT Difference in MATH Percent Passing Comparison of TUSD and the State by Grade and Subject						
Grade	MATH 2019		MATH 2021		Math Loss	
	TUSD % Passing	State % Passing	TUSD % Passing	State % Passing	TUSD	State

3	42%	51%	18%	36%	-24%	-15%
4	36%	48%	16%	34%	-20%	-14%
5	36%	46%	16%	31%	-20%	-15%
6	23%	41%	8%	29%	-15%	-12%
7	22%	38%	12%	30%	-10%	-8%
8	18%	32%	9%	26%	-9%	-6%
Alg I						
Geom			13%	26%		
Alg II						

3 Years of AzMERIT Percent Proficiency by Grade

3 Years of AzMERIT Math Percent Proficiency by Grade									
	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8
State Avg	41%	34%	29%	43%	36%	31%	41%	38%	32%
District Avg	21%	20%	13%	24%	20%	21%	23%	22%	18%
Gridley	26%	38%	17%	34%	33%	39%	33%	29%	22%

3 Years of AzMERIT ELA Percent Proficiency by Grade									
	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8
State Avg	41%	44%	34%	39%	45%	39%	42%	41%	38%

District Avg	26%	30%	21%	23%	31%	24%	27%	26%	24%
Gridley	28%	40%	28%	31%	39%	36%	33%	29%	20%

2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity		
USP Ethnicity	Math	ELA
White	36%	36%
African Am.	20%	21%
Hispanic	20%	18%
Native Am.	NA	NA
Asian-PI	38%	24%
Multi-Racial	40%	41%
All	28%	27%

A. GAPS IN STUDENT OUTCOMES

Based on data analysis, Gridley Middle School has identified the following gaps in areas of student outcomes. For each, Gridley Middle School provides a description of the gaps, including the desired state, the current reality, and an explanation of the identified gaps.

Achievement Gap is heavily influenced by SES

The persistence of the achievement gap between White students compared to African American and Latino students has been an ongoing and perplexing issue in school improvement. Studies such as Reardon & Portilla (2016) and von Hippel et al., (2018) have demonstrated that academic achievement gaps are established at kindergarten entry, are heavily influenced by SES, and remain stable across schooling.

Since the 1970's, schools have shown little or no progress in closing the academic gap in test score performance. (Stiefel et al., 2006) The continuing focus on this issue undermines our faith in public education to provide all students with an equitable and quality education. Confounding this issue is the assumption that academic advancement is based primarily on individual ability or achievement. This assumption appears to confirm implicitly that the capability and motivation of students of color, especially African American students, is somehow lacking. To the extent that people assume that the achievement gap is evidence of the limited academic capabilities and outcomes among students of color feeds implicit (and explicit) racism that permeates American society and schooling today. (Hawley & Freitas 2020, unpublished paper.) Many studies over the last two decades have argued that poverty continues to be the primary catalyst for the achievement gap and confirm Sean Reardon's recent statement (2019) that the racial "achievement gap" in standardized-test scores shouldn't be considered a racial gap at all...Instead, it's more accurate to call it a "poverty gap."

1. English Language Arts – ELA and Math (All Grades)

Data Source: AZMERIT 18-19 SY

Current Reality:

- 6th Grade ELA achievement for all students is at 33% (Proficient or Highly Proficient) in comparison to the State average of 42%.
- 6th Grade Math achievement for all students is at 33% (Proficient or Highly Proficient) in comparison to the State average of 41%
- 7th Grade ELA achievement for all students is at 29% (Proficient or Highly Proficient) in comparison to the State average 41%
- 7th Grade Math achievement for all students is at 29% (Proficient or Highly Proficient) in comparison to the State average 38%
- 8th Grade ELA achievement for all students is at 20% (Proficient or Highly Proficient) in comparison to the State average 38%

- 8th Grade Math achievement for all students is at 22% (Proficient or Highly Proficient) in comparison to the State average 32%

2. ELA Underperforming Subgroup- Students who have a disability

Data Source: School City, TUSD SY 2020 Quarter 3 Benchmark 3, AZ Merit SY 2019

Data Source: AZ M2 SY 2021

Current Reality: *94% of the subgroup student population is underperforming.*

Desired State: As a school we will improve student achievement of the underperforming subgroup in ELA by increasing overall proficiency by at least **20%** compared to AZ M2 spring 2021 scores

Gap: Of our Exceptional Education students with a disability sub-group only **6%** shows growth from one year to the next, whereas, the rest of the student population has 31% showing growth in ELA. There is a 25% gap between this sub-group and our total population in growth.

3. ELA Underperforming Subgroups- Students who are African American and students who are Hispanic

Data Source: AZ M2 SY 2021, AZ Merit SY 2018-2019

Current Reality: *79% of the African American subgroup student population and 82% of the Hispanic subgroup student population is underperforming.*

Desired State: As a school we will improve student achievement for our African American subgroup by increasing overall proficiency in ELA by at least **25%** compared to AZ M2 spring 2021 scores

Gap: 20% of our African American sub-group shows growth from one year to the next, whereas, the rest of the student population has 28% showing growth in ELA. There is a 8% gap between this sub-group and our total population.

The gap between White students and African American students in ELA is 15%.

The gap between White and Hispanic students in ELA is 18%.

1. MATH Underperforming Subgroup- Students who have a disability

Data Source: School City, TUSD SY 2020 Quarter 3 Benchmark 3, AZ Merit SY 2019

Current Reality: *98% of the subgroup (students with a disability) student population is underperforming.*

Desired State: As a school we will improve student achievement for our students who have a disability subgroup by increasing overall proficiency in math by at least 20% compared to AZ M2 2021 spring scores

Gap: 2% of our students with a disability sub-group shows growth from one year to the next, whereas, the rest of the student population has 18.3% showing growth in Math. There is a 16% gap between this sub-group and our total population.

2. Math Underperforming Subgroup- Students who are African American and students who are Hispanic

Data Source: AZ M2 SY 2021, AZ Merit SY 2018-2019

Current Reality: *98% of the subgroup student population is underperforming.*

AZ Merit SY 2019 data shows 80% of the African American subgroup student population and 80% of the Hispanic subgroup student population is underperforming.

Desired State: As a school we will improve student achievement for our African American subgroup by increasing overall proficiency in Math by at least **25%** compared to AZ M2 spring 2021 scores

Gap: 2% of our African American sub-group shows growth from one year to the next, whereas, the rest of the student population has 21% showing growth in Math. There is a 19% gap between this sub-group and our total population

The gap between White students and African American students is in Math 16%

The gap between White and Hispanic students in Math 16%.

B. SMART Improvement Goals

Based on gaps identified in section A, above, Gridley Middle School developed SMART improvement goals designed to move Gridley Middle School students from the current reality to the desired state.

- 1. Improvement Goal: Underperforming Sub-group: students with a disability*

Over the next year 10% of the underperforming subgroup: students with a disability will increase their scores from MP to PP, P or HP as measured in 2021-22 SY on the state assessment (AASA)

2. *Achievement Gap Goal: Underperforming Sub-group: African American (AA) students.*

By 2024-25, the achievement gap between White students and African American students will be reduced by 10% in ELA and Math as measured on the state assessment (AASA)

3. *Achievement Gap Goal: Underperforming Sub-Group: Hispanic students (H) students*

By 2024-25, the achievement gap between White students and Hispanic students will be reduced by 10% in ELA and Math as measured on the state assessment (AASA)

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Gridley Middle School reviewed multiple evidence-based strategies and assessed each for potential effectiveness and feasibility. Achievement of the goals from section B, above, will be supported by the most effective and feasible evidence-based strategies, below.

1. ***Improvement Goal:***

Strategy 1a: Embed reading intervention classes in ELA across grade levels. Small group intervention focused on targeting specific ELA skills, focusing on students in identified subgroups.

Strategy 1b: *Content based PLCs to specifically plan and work through the teaching cycle for the specific subgroup within the improvement goal*

2. ***Improvement Goal:***

Strategy 2a: Math intervention classes across grade levels for (AA) population.

Strategy 2b: Specific AE Math classes were made for the Sub-group Student with a disability.

Strategy 2c: Subgroup students with a disability are placed in an inclusion math class with co-teacher

Strategy 2d: Small group intervention focused on targeting specific math skills through Math Pathways and Pitfalls and iReady.

3. Subgroup Goal

Strategy: All Gridley staff are trained in strategies for serving a diverse student population. The list below are weekly actions taken to outreach and ensure services to identified subgroups.

MTSS Framework to ensure students have access to interventions and Tier 2 & Tier 3 including PBIS
ELA and Math teachers provide a section of RTI to identified students
Math Pathways and Pitfalls Implementation
Small Group Intervention using SPARKS/ Culturally Relevant Pedagogy
Specific outreach to subgroup families

D. ACTION STEPS TO IMPLEMENT & MONITOR STRATEGIES

Below are detailed implementation and monitoring tasks for each evidence-based strategy, including persons responsible, timelines, and needed resources.

1. Improvement Goal:

Strategy 1a: Embed reading intervention classes in ELA across grade levels. Small group intervention focused on targeting specific ELA skills.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Pull specific students from School city forms to focus/target	MTSS Facilitator	9/24	Reports from School city
Place AA subgroup into embedded Reading intervention classes	Office manager and Counselors	9/27	Synergy
Report for Teachers containing student specific goals and information	AP & MTSS Facilitator	9/27	Content PLC Time

Content PLC discussion and documentation of Teaching cycle	ELA and Intervention teachers	Throughout the year Tuesdays	Content PLC time TEAMS notebook
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Content PLC discussion and documentation of Teaching cycle	ELA and Intervention teachers	Throughout the year Tuesdays	Content PLC time TEAMS notebook
Lesson plans, class observations	Administration	Weekly/monthly walk throughs	

Strategy 1b: Content based PLCs to specifically plan and work through the teaching cycle for the specific subgroup within the improvement goal

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
PLC grade level meeting minutes will reflect data conversations and next steps for implementing small group instruction	PLC grade level facilitators	Weekly	
PLC teams will establish PBIS plan for classroom procedures	Teachers	Weekly	
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Weekly PLC meeting minutes	Administration	Weekly	
PBIS plans	Administration	Quarterly	

2. MATH Improvement Goal:

Strategy 1a: Math intervention classes across grade levels for (AA) population.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Pull specific students from School city forms to focus/target	MTSS Facilitator	9/24	Reports from School city

Place AA subgroup into embedded Math intervention classes	Office manager and Counselors	9/27	Synergy
Report for Teachers containing student specific goals and information	AP & MTSS	9/27	Content PLC Time
Content PLC discussion and documentation of teaching cycle	ELA and Intervention teachers	Throughout the year Tuesdays	Content PLC time TEAMS notebook
Math Pathways & Pitfalls Implementation	Math teachers and Ex Ed teachers	Daily	Discussion builders poster, NCTM professional development books & guides, math manipulative kits
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Content PLC discussion and documentation of Teaching cycle	ELA and Intervention teachers	Throughout the year Tuesdays	Content PLC time TEAMS notebook
Implementation of Math Pathways & Pitfalls	Math Teachers and Ex Ed Teachers	Daily	Professional development provided by West Ed
Documentation of call logs, home visits, attendance of subgroup students	SCL/Administration	Quarterly	

Strategy 1b: *Content based PLCs to specifically plan and work through the teaching cycle for the specific subgroup within the improvement goal*

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Content PLC discussion and documentation of teaching cycle	Math and Intervention teachers	Throughout the year	Content PLC time TEAMS notebook
Small group intervention using SPARKS & Culturally Relevant Pedagogy	Teachers	Weekly	
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed

Lesson plans PLC meeting minutes	Math and Intervention teachers	Throughout the year	Content PLC time TEAMS notebook
Lesson plans, class observations	Administration	Weekly/monthly walk throughs	

3. Subgroup Goal

Strategy: All Gridley staff are trained in strategies for serving a diverse student population. The list below are weekly actions taken to outreach and ensure services to identified subgroups.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Small group intervention using SPARKS & Culturally Relevant Pedagogy	Teachers	Weekly	
All classrooms using SPARKS and Culturally Relevant Pedagogy to support subgroups in all general/ Tier 1 classes	Teachers	Weekly	
Budget .2 Intervention classes for ELA and Math teachers	Principal and Title 1 Coordinator	Spring 2021	
Place AA subgroup needing extra support into embedded Reading intervention classes	Office manager and Counselors	9/27	Synergy
Place AA subgroup needing extra support into embedded Math intervention classes	Office manager and Counselors	9/27	Synergy
Response to Intervention— Intervention classes for ELA and Math are incorporated into the daily schedule so that all identified students participate. Students selected through data and teachers are focused on	Teachers	Aug - May	

meeting individual learning targets during this time.			
Implementation of Math Pathways and Pitfalls – Teachers will participate in professional development on West Ed’s lessons and strategies, including the use of Airtame technology to increase engagement through Promethean boards.	Teachers	Quarterly	
Training on Math Pathways and Pitfalls such as Discussion Builders and math manipulatives to support teachers with solid Tier 1 instruction and Math Interventions for subgroups	Teachers	Quarterly	MPP materials: discussion Builders, manipulatives, Airtame technology
Increase student engagement through the training and use of West Ed materials, discussion builder stems , Airtame	Teachers	Weekly	
Advisory groups are determined using IXL diagnostics data and classroom progress.	Teachers	Daily	
Advisory classes are built into the schedule so that all students are supported with individual needs	Counselor	Quarterly	
Advisory classes focus on targeted enrichment or skills; teachers hold individual conferences with students regarding goals, completions of assignments and organizing. Teachers review students' data and grades with all students and	Teachers	Daily	

help the student to create plan to make up any work			
Analysis of subgroup data, short cycle assessment and formative assessment with planning of instructional strategies to target needed standards/ skills	Teachers	3x/ week	PLC time
Coach, model and support teachers using video exemplars from own teaching staff of CRC strategies/ SPARKS	Principal	PD – Semester 2	
Professional Development provided to all teachers from TUSD’s CRC department to provide a specific focus on our AA students to create supportive, relevant classrooms through engagement strategies that give access, and allow for input and opportunities to AA students	CRC department	Quarterly	
Outreach to families of subgroups	SCL/Administration	Quarterly	
MTSS Process used to ensure access to Tier 2 and Tier 3 intervention for content and behavior	MTSS Team & Teachers	Monthly	
Data analyzed after Short Cycle Assessments and students are scheduled according to need for Tier 2 interventions for both ELA and Math	Teachers		
Teachers will provide RTI using small group instruction and	Teachers	Weekly	

differentiation within the general class			
Tutoring available after school for Tier 3 tutoring for both ELA and Math	Teachers	Weekly	
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Lesson Plans	Administration	Weekly	
Data from Short Cycle Assessments to allow for rescheduling students into Advisory based on need	Administration	Quarterly	
Documentation of call logs, home visits, attendance of subgroup students	SCL/ Administration	Quarterly	
Monthly MTSS Process	Administration	Monthly	
Lesson plans for 1 Section of RTI for students	Administration	Weekly	

5. Progress Monitoring

During the 2021-2022 School Year, TUSD is strategically utilizing short cycle assessments from the following curricular adoptions: *Benchmark Advance*, *Eureka*, and *IXL*. These assessments are expected to be implemented at designated sites.

Short cycle assessments are designed to provide teachers with immediate feedback on students’ performance towards standards mastery during the instructional cycle. By having set timeframes for providing short cycle assessments, teachers can engage in meaningful dialogue using actionable data during PLC/CTTs regarding students’ growth and performance over time, and plan instruction to ensure students are on target to meet grade level standards. The schedule below shows the points at which the short cycle assessments take place.

<p>2nd Grade Benchmark Advanced: Unit 1 : by Sept. 24th Unit 2: by Oct. 7th Unit 3: by Oct. 29th Unit 4: by Nov. 19th Unit 5: by Dec. 10th Unit 6: by Jan. 14th Unit 7: by Feb. 4th Unit 8: by March 4th</p> <p>Unit 9: by April 1st (optional) Unit 10: by May 13th</p>	<p>3rd Grade Benchmark Advanced: Unit 1 : by Sept. 10th Unit 2: by Oct. 1st Unit 3: by Oct. 29th Unit 4: by Nov. 19th Unit 5: by Dec. 10th Unit 6: by Jan. 14th Unit 7: by Feb. 4th Unit 8: by March 4th Unit 9: by April 1st (optional) Unit 10: by May 13th</p>	<p>4th Grade Benchmark Advanced: Unit 1 : by Sept. 10th Unit 2: by Oct. 1st Unit 3: by Oct. 29th Unit 4: by Nov. 19th Unit 5: by Dec. 10th Unit 6: by Jan. 14th Unit 7: by Feb. 4th Unit 8: by March 4th Unit 9: by April 1st (optional) Unit 10: by May 13th</p>	<p>5th Grade Benchmark Advanced: Unit 1 : by Sept. 10th Unit 2: by Oct. 1st Unit 3: by Oct. 29th Unit 4: by Nov. 19th Unit 5: by Dec. 10th Unit 6: by Jan. 14th Unit 7: by Feb. 4th Unit 8: by March 4th Unit 9: by April 1st (optional) Unit 10: by May 13th</p>
<p>2nd Grade Eureka Math: Module 1 : by Aug. 18th Module 2: by Aug. 27th Module 3: by Sept. 24th</p>	<p>3rd Grade Eureka Math: Module 1 : by Aug. 27th Module 2: by Sept. 21st Module 3: by Nov.12th</p>	<p>4th Grade Eureka Math: Module 1 : by Aug. 27th Module 2: by Sept. 17th Module 3: by Oct. 22nd</p>	<p>5th Grade Eureka Math: Module 1 : by Aug. 20th Module 2: by Oct. 1st Module 3: by Nov. 19th</p>

Module 4: by Nov. 19th Module 5: by Jan. 21st Module 6: by Feb. 18th Module 7: by April 14th (optional) Module 8: by May 13th	Module 4: by Jan. 7th Module 5: by Feb. 11th Module 6: by April 1st (optional) Module 7: by May 7th	Module 5: by Jan 21st Module 6: by March 10th Module 4: by April 22nd (optional) Module 7: by May 20th	Module 4: by Jan. 14th Module 5: by March 10th Module 6: by April 22nd (optional)
6-11 IXL Continuous Diagnostic Assessments: Window #1: Aug. 16 – 27 Window #2: Sept. 13 – 24 Window #3: Oct. 25 – Nov. 5 Window #4: Dec. 1 – 14 Window #5: Jan. 18 – 28 Window #6: Feb. 28 – Mar. 10 Window #7: May 2 – 13			

Next Steps

Project Elevate and TUSD Goals for Short Cycle Assessment

Project Elevate is a two-year program of structured support to improve teaching and learning which results in significant student academic gains. The support is focused in three areas: (1) Talent Management: to develop a comprehensive system to support an environment or effective recruitment, on-going support, and retention; (2) Culture: to cultivate a strong culture where high expectations for all learners are evident and embraced by school; and (3) Instructional Infrastructure: to implement high quality curriculum and instruction, including an observation and feedback system and a cohesive assessment system focused on data driven decision making and data driven instruction.

This program is sponsored by the Arizona Department of Education and will provide ongoing mentoring for the principal, professional learning for the site’s leadership team, and collaboration with district leadership. The Short-term goals are:

- Develop equitable instructional infrastructure that includes high-quality curriculum and instruction, observation and feedback, and a cohesive assessment system focused on data driven instruction
- Improve culture of equity, learning and high expectations for all
- Establish effective talent management systems

The long-term goals are:

- Improve equity-focused leadership competencies
- Improve teacher practices
- Achieve significant gains in student achievement
- Reduce achievement gaps between student subgroups
- Sustain highly effective equitable LEA and school systems

TUSD's D and F rated schools will participate in Project Elevate, beginning in the SY 2021-22. Concurrently, these 18 schools have shifted their assessment protocol to administer short cycle assessments to be more responsive to 'in the moment' instructional practices. This shift away from deficit-oriented strategies such as benchmark testing toward authentic, formative assessments will improve student learning. TUSD's goals in collaboration with Project Elevate are:

- To transform assessments districtwide to an ongoing formative cycle that teachers are in control of
- To utilize assessments as a strategy for learning rather than of learning.
- To shift current assessment and instructional practices for Project Elevate schools to a formative assessment model.
- To utilize short-cycle assessments with Project Elevate

Review & Approval

This plan has been reviewed and approved by the following.

Title	Signature	Date
Assistant Superintendent	Holly Hammel	12.10.21
Principal	Rosanna Ortiz-Montoya	12.10.21